

國立屏東大學 110學年度第1學期 教學課程綱要

※為保護智慧財產權，請勿非法影印教科書。

課程學分數：3.00(3.00小時)

授課老師：張慶勳(447000)

必選修：選

開課序號	1774
科目名稱	校長學專題研究(EDI4311)
科目英文名稱	Seminar in the principalship
授課語言	/全外語授課
主要教學型態	課堂教學
教學目標	<ol style="list-style-type: none"> 1. Every student can understand the theory, research and practice of Principalship and specific related topics of research topics, and then apply it in practice. 2. Every student can study the related topics/subjects and write paper individually.
每週課程內容及教學方法	<p>Teaching schedule (temporary arrangement)</p> <p>Week 1 Teaching outline Teaching outline and future planning during school semester</p> <p>Week 2 Education philosophy and thought Education theme-Teacher offers and revises during the following weeks according to teaching content) The content of principalship <ol style="list-style-type: none"> 1. Exploring the issues / specific topics of principalship (Main Content) 2. Understanding the content of principalship according to related literature (book, reference) 3. The role and job of principal </p> <p>Week 3 Principal leadership and school organization theory and research <ol style="list-style-type: none"> 1.Theory, research and practice-Symbiosis 2. Education theme </p> <p>Week 4 Principal leadership and school governance <ol style="list-style-type: none"> 1.Global and regional perspective-related literature 2. Education theme </p> <p>Week 5 Principal leadership-1</p>

Transformational leadership and transaction leadership
(concepts and theories of leadership)

Week 6

Principal leadership-2

1. Instructional leadership, curriculum leadership
2. Competence-oriented teaching and learning
3. School-based curriculum
(concepts and theories of leadership)

Week 7

Principal leadership and school education planning,
evaluation and accountability

1. School mission development and planning
2. Teaching and learning-Evaluation and accountability
3. Educational policy and school mission planning and evaluation

Week 8

School organization culture and leadership

1. Chang Ching-Hsun' s Writing
2. Related literature and Education theme
3. School-based-culture leadership and practice

Week 9

Principal leadership and school improvement
Merging the educational policy, principal leadership strategy and
school management

Week 10

Principal professional development

1. School administration professionalization
2. Ching-Hsun, Chang-Project of education administrative
professionalization
3. Professional standards of education and school leader-Global
perspective

Week 11

Power and politics in principal leadership

1. School multi-organization pattern and characteristic
2. School organization behavior perspective

Week 12

Principal leadership and decision-making

1. Decision-making model
2. Leadership strategy

Week 13

Principal leadership and school culture

1. Principal as a culture builder
2. Principal shape school culture for building characteristic school /
school-based curriculum

Week 14

	<p>Principal leadership and assuring education quality</p> <ol style="list-style-type: none"> 1. Principal leadership for assuring quality in education-global and regional perspective 2. Principal leadership for education sustainable development-global and regional perspective related issues in literature <p>Week 15</p> <p>Principal leadership and reframing school organization</p> <ol style="list-style-type: none"> 1. Multi-organization and principal leadership 2. Four-frame model leadership <p>Week 16</p> <p>Comment literature of principal(theory, methodology and practice)</p> <p>Collecting literature from library</p> <p>Week 17</p> <p>International trend and comparison in principalship</p> <ol style="list-style-type: none"> 1. Teaching and learning international survey (TALIS) <p>Taiwan TALIS2018-台灣TALIS 國家研究中心 https://talism.naer.edu.tw/</p> <ol style="list-style-type: none"> 2. Core competence oriented teaching and learning_ Ministry of Education (2014). Curriculum Guideline of 12-Basic Education. Taipei City: Author. 3. Core competence-Global and regional perspective 4. Related literature of school-based curriculum, teaching and learning <p>Week 18</p> <p>Integrating curriculum overview, reflection and future research / practice</p> <p>Note:</p> <ol style="list-style-type: none"> 1.The curriculum will be adjusted due to coronavirus according to school' s administration operation. 2. We will don' t attend external conference due to coronavirus this semester. <p>teaching Methods</p>
核心能力	
預期學習成果	Students can write paper individually to submit to journal and attend international or regional conference.
與預期學習成果搭配的多元評量	<p>Reading, report, discussion, submitting paper to journal, attending conference</p> <ol style="list-style-type: none"> 1. Reading book 2. Understanding methodology on principalship 3. To comment global and local journal literature of principalship 4. Students select recent global and local Journal according to specific topics. The journal content must include literature review, quantitative or qualitative methodology, and finding/conclusion. 5. To comment contemporary issue of principalship

	<p>6. To report and comment term paper' s English project and then submit the paper for journal or conference. In addition, students select a specific topic to commend literature during this semester.</p> <p>7. To invite specialist for keynote speaking if it is necessary.</p>
主要讀本	<p>asic Reading</p> <p>Sergiovanni, T. J. (2001). The principalship: A reflective practice perspective (3rd ed.). M.A.: Pearson Education. (content)</p> <p>Sergiovanni, T. J. (2009). The principalship: A reflective practice perspective (6th ed.). M.A.: Pearson Education. (Content Cover content2)</p>
參考書目	<p>Hoy, W. K., & Miskel, C. G. (2013). Educational administration: Theory, research, and practice (9th ed.). Boston: McGraw-Hill. (Content social system model for schools</p> <p>Micropolitics / power / educational leadership</p> <p>Blase, J. & Anderson, G. (1995). The micropolitics of educational leadership: From control to empowerment. London: Cassell.</p> <p>Bolman, L. G., & Deal, T. E. (2006). The Wizard and the Warrior: Leading with Passion and Power. San Francisco: Jossey-Bass.</p> <p>Principal leadership</p> <p>Bellamy, G. T., Fulmer, C. L., Murphy, M. J., & Muth, R. (2007). Principal accomplishments: How school leaders succeed. New York, NY: Teachers College Press.</p> <p>Busher, H. (2006). Understanding Educational Leadership: People, power and culture. Maidenhead Berkshire: Open University Press.</p> <p>Cohen, M. D., & March, J. G. (1986). Leadership and ambiguity: The American college president. Boston: Harvard Business School Press.</p> <p>Fullan, M. (2014). The principal: Three keys to maximizing impact. San Francisco: Jossey-Bass. (Content)</p> <p>https://www.amazon.com/Principal-Three-Keys-Maximizing-Impact/dp/1118575237 library</p> <p>Gamage, D. T., & Pang, N. S. K. (2003). Leadership and management in education: Developing essential skills and competencies. New York: Harper & Row.</p> <p>Mathews, L. J., & Crow, G. M. (2010). The principalship: New roles in a professional learning community. Boston: Allyn & Bacon. (Content)</p> <p>Noel, M. T., & Mary, A. D. (1986). The transformational leader. New York: Wiley.</p> <p>Ontario Principal s Council. (2005). The Quick-Reference Handbook for School Leaders: A Practical Guide for Principals. Thousand Oaks, Calif. : Corwin Press.</p> <p>Pam, R., & Harvey, A. (2004). The new principal s fieldbook: strategies for success. Alexandria, VA.: Association for Supervision and Curriculum Development.</p> <p>Place, A. W. (2011). Principals who dare to care. New York: Eye on Education.</p> <p>Robbins, P., & Alvy, H. B. (1995). The principal s companion: Strategies and hints to make the job easier. Thousand Oaks, California: Corwin Press. (Content)</p> <p>Roger, C. S., & Lin. K. P. (2010). Principal leadership in Taiwan schools. Lanham, Md : Rowman & Littlefield.</p> <p>Sergiovanni, T. J. (1990). Value-added leadership: How to get</p>

extraordinary performance in schools. San Diego: Harcourt Brace Jovanovich

Yukl, G. A. (2006). Leadership in organizations. NJ: Pearson/Prentice Hall.

林文律主編 (2012)。校長專業之建構。臺北市：心理。

【Lin, W.-L. (Ed.). (2012). Constructing the Principal profession. Taipei City: Wu Nan.】

張慶勳 (2012)。型塑校長學的思維與行動。載於林文律主編。校長專業之建構 (頁63-73)。臺北市：心理。

【Chang, C.-H. (2012). The thinking and action of shaping principalship. In W.-L., Wu (Ed.) (2012). Constructing the Principal profession (pp. 63-73). Taipei City: Psychology.】

Instructional leadership

DiPaola, M. F., & Hoy, W. K. (2008). Principals improving instruction: Supervision, evaluation and professional development. Boston: Pearson Education.

Hoy, A. W., & Hoy, W. K. (2013). Instructional leadership: A research-based guide to learning to school (3rd ed.). New Jersey: Pearson Education. (content)

Lawrence F. R., & Linda S. W. (1990). The principalship: Dimensions in instructional leadership. Durham, N.C. : Carolina Academic Press.

School organization and culture

Richard H. H. (1999). Organizations : structures, processes, and outcomes. Upper Saddle River, N.J. : Prentice Hall.

Schein, E. H., & Schein, P., (2017). Organization culture and leadership (5th ed.). Hoboken, New Jersey: John Wiley & Sons, Inc.

(Ching-Hsun, Chang _ _Teaching website reviewer-Preface Introduce Cover-Chinese-3rd ed-1 Cover-Chinese-3rd ed-2 Chinese-3rd ed-3 Cover-English-5th ed AMAZON)

Senge, P. M. (2006). The fifth discipline: the art and practice of the learning organization (2nd ed.). New York Doubleday/Currency.

Waterman, R. H., & Peters, T. J. (1982). In search of excellence: lessons from Americas best run companies. Boston, MA : Allyn & Bacon.

Reframing organization and principal leadership

Bolman, L. G., & Deal, T. E. (1991). Leadership and management effectiveness: A multi-frame, multi-sector analysis. Human Resource Management, 30(4), 509-534.

Bolman, L. G., & Deal, T. E. (2017). Reframing Organization: Artistry, Choice and Leadership (6th ed.). San Francisco: Jossey-Bass.

Griffith, J. (2003). Schools as organizational models: Implications for examining school effectiveness. The Elementary School Journal, 104(1), 29-47.

Quinn, R. E. & Rohrbaugh, J. (1983). A special model of effectiveness criteria: Towards a competing value approach to organizational analysis. Management Science, 29, 363-377.

School administration and leadership

Burns, J. M. (1978). Leadership. New York: Harper & Row. (transforming leadership and transaction leadership, classic book)

Ray, J. R., Hack, W. G., & Candoli, I. C. (1998). School business administration: A planning approach. MA: Prentice Hall.

Walker, A., & Dimmock, C. (Eds.) (2002). School leadership and administration: Adopting cultural perspective. New York: RoutledgeFalmer.

School effectiveness and educational quality

Cheng, Y. C. (1996). The pursuit of school effectiveness. Hong Kong: Hong Kong Institute of Educational Research, The Chinese University of Hong Kong.

Cheng, Y. C. (1999). The pursuit of school effectiveness and educational quality in Hong Kong. *School Effectiveness and School Improvement*, 10(1), 10-30.

Principal leadership and professional development

Baltacı, A. (2019). Praetorianistic behavior forms: An investigation of school principals. *Bartın Üniversitesi Eğitim Fakültesi Dergisi*, 8(1), 103-137. doi:
<http://dx.doi.org.ezproxy.nptu.edu.tw/10.14686/buefad.422958>
Journal of the Faculty of Education Vol 19, No 3, 2018 pp. 434-451
 DOI: 10.17679/inuefd.419688

Bassett, M., & Shaw, N. (2018). Building the confidence of first-time middle leaders in New Zealand primary schools. *The International Journal of Educational Management*, 32(5), 749-760.
 doi:<http://dx.doi.org.ezproxy.nptu.edu.tw/10.1108/IJEM-05-2017-0101>

Cockpim, J., & Somprach, K. (2019). Learning leadership of school administrators and teaching behavior affecting the effectiveness of teacher professional development: Hierarchical linear model. *TOJET : The Turkish Online Journal of Educational Technology*, 18(2) Retrieved from
<https://search-proquest-com.ezproxy.nptu.edu.tw/docview/2288882953?accountid=170225>

Dimici, K., Seggie, F. N., Hacifazlioglu, O., & Caner, A. (2016). Challenges of the professionalization of department heads in higher education: A qualitative study in turkey. *Egitim Ve Bilim*, 41(184) Retrieved from
<https://search-proquest-com.ezproxy.nptu.edu.tw/docview/1790152504?accountid=170225>

Gurr, D., & Drysdale, L. (2013). Middle-level secondary school leaders: Potential, constraints and implications for leadership preparation and development. *Journal of Educational Administration*, 51(1), 55-71.
 doi:<http://dx.doi.org.ezproxy.nptu.edu.tw/10.1108/09578231311291431>

Koh, H. H., Gurr, D., Drysdale, L., & Ang, L. L. (2011). How school leaders perceive the leadership role of middle leaders in singapore primary schools? *Asia Pacific Education Review*, 12(4), 609-620.
 doi:<http://dx.doi.org.ezproxy.nptu.edu.tw/10.1007/s12564-011-9161-1>

Li, Y., & Fang, Y. (2017). Professionalisation of student affairs educators in china: History, challenges, and solutions. *Journal of Student Affairs in Africa*, 5(1)
 doi:<http://dx.doi.org.ezproxy.nptu.edu.tw/10.24085/jsaa.v5i1.2481>

Mason, C. (2019). SUPERINTENDENT JAMES GREENWOOD AND TEACHER TRAINING PROGRAMS IN THE KANSAS CITY, MISSOURI SCHOOL DISTRICT. *American Educational History Journal*, 46(1), 43-54. Retrieved from
<https://search-proquest-com.ezproxy.nptu.edu.tw/docview/2279771116?accountid=170225>

Matthews, L. J., & Crow, G. M. (2010). The principalship: New roles in a professional learning community. Boston, MA : Allyn & Bacon.

Shinners, J. (2019). Nursing professional development and continuing education in 2019: Organization, assessment, and evaluation. *The Journal of Continuing Education in Nursing*, 50(1), 6-8.
 doi:<http://dx.doi.org.ezproxy.nptu.edu.tw/10.3928/00220124-20190102-02>

	<p>Shun-wing Ng, & Tsan-ming, K. (2014). Continuing professional development for middle leaders in primary schools in Hong Kong. <i>Journal of Educational Administration</i>, 52(6), 869-886. doi:http://dx.doi.org.ezproxy.nptu.edu.tw/10.1108/JEA-07-2013-0077</p> <p>Principal leadership and school improvement</p> <p>Fullan, M. (1992). <i>Successful school improvement: The implementation perspective and beyond</i>. Philadelphia: Open University Press.</p> <p>Other special topic/issue references retrieved from Library</p>
其他事項	<p>Learning from operation and practice. Collecting literature from library. Focusing on thinking and reflection, Knowledge management. Strengthening paper presentation, group discussion and attending academic workshop. Plagiarism is prohibited.</p> <p>Note</p> <ol style="list-style-type: none"> 1.The curriculum will be adjusted due to festival and coronavirus according to school' s administration operation. 2. We will don' t attend international and regional/local conference due to coronavirus this semester. But, we can submit manuscript to conference/ webinar and take oral presentation and participation through web software. 3. Far Distance and Practice Teaching / Learning: 3-1Due to the Covid-19 and according to “ Curriculum Announce _Practice Way of Course, Curriculum Section, NPTU,” we will take “Far Distance Teaching and Learning” in our curriculum during 2021/9/13 (Mon)-10/11(Mon) (total 5 weeks). And then, we will take “Practice Teaching and Learning” from 2021/10/18(Mon) to 2022/01/10(Mon) (total 13 weeks). 【Due to 2021/9/21(Tue) is “Mid-Autumn Festival and the day is no class. So 2021/9/20(Mon)will adjust to another day. We will discuss when we meet first time.】 3-2 we will use the “Google Meet” to take courses. I will give you the URL about 15 minutes before the course every time. 3-3 Please link the website: Calendar (2021/9/13-2022/01/13) Teachers_ https://cud.nptu.edu.tw/p/404-1065-134109-1.php?Lang=zh-tw Students_ https://cud.nptu.edu.tw/p/404-1065-134111-1.php?Lang=zh-tw 4. We will construct the link group (line-Principalship) for convenient connecting each other.